

Year Five - Week beginning 20/4/20

Weekly Maths Tasks (Aim to do 1 per day in order)

Decimals.

Work through the Week 1 activities on the White Rose Website (see Maths Guidance pdf Wk1).

<https://whiterosemaths.com/homelearning/year-5/>

There are activity sheets for each day (see Maths Worksheets pdf Wk1 with answers included).

Use BBC Bitesize if you need extra help.



Times Tables: practise every day. Make sure you can do multiplication and division for each times table. Learn the fact families, e.g. $3 \times 4 = 12$, $4 \times 3 = 12$, $12 \div 4 = 3$, $12 \div 3 = 4$.



Mixed Mental Maths - choose one strip from the sheet. **Purple** is the Y5 level. Do one strip per day. Use Mixed Mental Maths Wk 1 pdf.



Weekly Writing Tasks (Aim to do 1 per day in order)

Journalistic Writing. (3 week main unit)

Day 1- Make a glossary to find out the meaning of these topical words:

- journalism
- journalist
- headline
- by-line
- caption
- quote
- reporter
- fact
- opinion
- paparazzi
- "off the record"



Now have a look at the newspaper analysis (see pdf Journalism no1) and complete the task.

Day 2- Reading and understanding newspaper reports.

Use pdf Journalism no 2 and read the articles carefully. Answer the questions underneath and then check your answers.

Day 3- Understanding how a report is structured.

First take a look at the PowerPoint (pdf Journalism no.3) Then complete Journalism no 4 using highlighters/ coloured pencils to help you. Keep it neat as you need the report for your next lesson.

Day 4- Experiencing the power of language used in an effective newspaper report.

Use yesterday's report about the dragon and make a vocabulary bank of all the powerful words you can find which make the article effective.

e.g. *rampage, attacked, terrified, vicious.*

How many words can you find?

These words are used in journalistic writing to make an event sound dramatic!

Day 5- Using the correct language and grammar for a newspaper report

Have a look at 2 articles on pdf Journalism no. 5. You need to edit one of these to check the punctuation AND see if you add powerful vocabulary to up level some of the sentences. You can write on the sheet. If you have time, see if you can edit the second article!

Weekly Phonics/Spellings Tasks

(Try to do 1 per day)

Many of these activities, you could do at the beginning of your English writing lessons, as a warm-up.

Our new spelling rule is:

Words ending in -ible and -able

Words ending in -ably and -ibly

changeable	noticeable	forcible
legible	dependable	comfortable
understandable	reasonable	enjoyable
reliable	considerable	considerably
consideration	consider	tolerably
toleration	possible	possibly
horrible	terrible	
visible	visibly	incredible
sensible	sensibly	
horribly	tolerably	incredibly

Day 1 - Word sort

How could you sort the words?

What are the root words?

What do you notice about the words?

What do you notice about the word endings?

Can you think of any other similar words?

Day 2 - What do the words mean?

Choose a set of 10 words from the list and check you understand the meaning of each word, use a dictionary to help you.

Then, try to put as many words as possible into a sentence.

You can choose to make it funny. What else can you add? -adjectives, similes, homophones, a relative clause?

Also, think about the sentence construction, what different punctuation could you include?

Day 3 - What are the Rules?

Try to work out the rules, if you are unsure research using the internet. There are also activities on Education City to help you: Aim High 1 and Aim High 2.

Day 4 - What are the Rules?

Create a poster to explain and illustrate the rules.

Day 5 - How many words can you spell?

Go through your set of words again and see how many you can spell correctly.

Weekly Reading Tasks

(Try to do 1 per day)

Remember to read each day, preferably to an adult, and record in your Reading Diary.

This week's reading tasks are linked to character, settings and plots within the books that you are reading now. You could also choose to base the activities around your favourite book.

Day 1 - character descriptions

Create a passport or ID card for a character in your story, think about trying to include ambitious descriptive vocabulary.

Day 2 - character descriptions

Draw a picture of a character from your story, this could be the same character as yesterday, or a different character. Make sure you use all the detail that the book gives you, think about being a detective. What can you infer or deduce about the character? Use the attached Reading Character Description pdf to help you

Day 3 - Setting description

Draw a picture of a place in your story. Make sure you use all the detail that the book gives you. Underneath write a descriptive paragraph using powerful vocabulary.

Day 4 - The plot

Design a new blurb for the back cover of the book. You can use colours and pictures as well as writing.

Day 5 - The plot

Redesign the front cover of the book.



Learning Projects - to be done throughout the week:
Topic: Discovering the World of Palaces
Science: Pulleys and Levers



PLEASE NOTE THAT THERE ARE LINKS TO YOUTUBE SO MAKE SURE AN ADULT KNOWS YOU ARE USING THEM.

Lesson 1: Palaces-Introduction

We are discovering the world of Palaces and would like you to find out more. Let's start by taking tours of some of the most famous palaces in the world- choose a **couple** to have a look at and compare!

- The Palace of Versailles in France. Here is your link: <http://en.chateauversailles.fr/discover>.
- Compare this to the highest palace in the world: Potala Palace in Tibet.

<https://www.nationalgeographic.com/travel/destinations/asia/china/tibet-autonomous-region-lhasa-potala-palace-world-heritage/>

- How about our very own Buckingham Palace in London:
<https://www.rct.uk/resources/interactive-virtual-reality-tour-of-buckingham-palace-for-schools>.
- The Alhambra Palace in Spain is amazing- take a look at: <https://www.alhambraGranada.org/en/>
- Gaze at the beauty of the Schonbrunn Palace in Vienna, Austria.
<https://www.youtube.com/watch?v=OliXru8r5fA>

Preparation for writing a non-chronological report about a Palace.

Lesson 2.

(If you have limited access to a computer, please use the palace research notes attached.)

Historical research and presentation of facts:

Choose **one** of the 5 Palaces listed and find out some facts about it. Use the questions below to **guide** you and make some notes. Please don't just copy out information from websites or from the research notes we have sent you:

- Where is the Palace located? Which country and continent? Find a map to help you!
- When was it built?
- What was the architecture like?
- Who lived there?
- Describe the exterior (outside)
- Describe the gardens
- What was the interior like? How many rooms were there?
- Is it still a working palace now?
- Can you find some unusual facts about the palace?

Lesson 3.

Find suitable pictures from the internet, draw illustrations and create a map to show the location of your selected Palace (add a key if it helps!)

Keep your notes and pictures safe as we will need them when we move onto next steps next week.

Art and Design.

You are in charge of designing a plate or bowl which is to be sold in the Palace gift shop! Look up some ideas on the internet and then draft a design on paper.

Try to link your design to your Palace- for example the Alhambra Palace is decorated throughout with Islamic patterns.

Here are a few ideas for making the plate/ bowl:

- papier mache: <https://www.thesprucecrafts.com/paper-mache-bowls-4137669>
- plain paper plate
- circular piece of cardboard.
- paints, pens, material, doilies

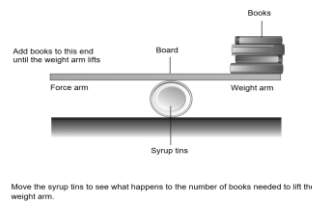


We can complete this next week if you run out of time so don't worry!

Science

WALT demonstrate how levers work and how they reduce the force required to move objects.

Please read the Science Levers Activity Sheet **first** and then make any observations and draw diagrams on the Science Levers Recording Sheet.



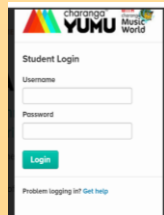
Other resources you can use during the week, if you have any spare time:



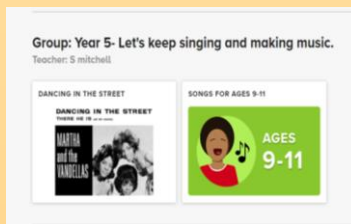
JOE WICKS



YR 5 BLOG ON PURPLE MASH



YUMU ON : <https://www.surreyartsinteractive.co.uk/site/>



REMEMBER TO KEEP ALL THE LEARNING FOR US TO LOOK AT!

Thank you for all your hard work. Keep safe and we miss you all.

Mrs Mitchell, Mrs Bradby & Ms Marshall-Bailey.

